

University of South Carolina Sumter

Act 629 – Summary Reports on Institutional Effectiveness

Fiscal Year 2005-2006

This report includes: General Education, Success of Transfer Students, and Policies and procedures to ensure that academic programs support the economic development needs in the State by providing a technologically skilled workforce.

Success of Transfer Students

Transfer reports for the USC Regional Campuses can be found at <http://kudzu.ipr.sc.edu/effectiveness/assessment/IEReports/transfers/>.

Assessment of General Education

Historically, USC Sumter has defined general education as the course work leading to an Associate of Arts or an Associate of Science degree. The Associate degree curriculum has been designed to fulfill our mission of fostering in students “the abilities essential to an educated citizenry.” The indicators listed below are used to define these abilities.

Indicators:

- Indicator 1:** Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.
- Indicator 2:** Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.
- Indicator 3:** Students will be able to use computers and other technologies to perform tasks appropriate to their major fields.
- Indicator 4:** Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.
- Indicator 5:** Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.
- Indicator 6:** Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.
- Indicator 7:** Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.
- Indicator 8:** Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.
- Indicator 9:** Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.
- Indicator 10:** Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.
- Indicator 11:** Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.

Assessment Methods:

Indicator 1: General Education Survey Transcript Evaluation

Indicator 2: General Education Survey Transcript Evaluation

Indicator 3: General Education Survey Transcript Evaluation

Indicator 4: General Education Survey Transcript Evaluation

Indicator 5: General Education Survey Transcript Evaluation

Indicator 6: General Education Survey Transcript Evaluation

Indicator 7: General Education Survey Transcript Evaluation

Indicator 8: General Education Survey Transcript Evaluation

Indicator 9: General Education Survey Transcript Evaluation
Review of Language Placement Test Results

Indicator 10: General Education Survey Transcript Evaluation

Indicator 11: General Education Survey Transcript Evaluation

Assessment Results:

A General Education Survey was administered in Spring 2006. The purpose of the survey was to determine which courses offered at USC Sumter supported each of the General Education Goals that are reflected in the eleven indicators listed above. The Chairs of the four academic divisions (Arts and Letters; Business Administration and Economics; Humanities, Social Sciences, and Education; and Science, Mathematics, and Engineering) completed the survey for their respective division courses. Table I below shows the percentage of courses addressing each General Education Goal.

Table I
Percent of Courses
Addressing Each General Education Goal

Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.	86.4%
Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.	60.8%
Students will be able to use computers and other technology to perform tasks appropriate to their major fields.	45.7%
Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.	44.7%
Students will demonstrate an understanding of physical and/or life science phenomena and understanding the uses of scientific methods and theories.	39.2%
Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.	45.2%
Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.	41.7%

Students will become familiar with the diversity of a global culture marked by racial, ethnic, gender, and regional differences.	44.7%
Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.	3.5%
Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.	17.1%
Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.	45.2%

The transcripts of the 72 students in the Fall 2002 cohort who had completed at least 60 credit hours by the end of Fall 2005 were evaluated to determine if at least one course had been taken to support each indicator.

Indicator 1: *Students will communicate clearly in written English, demonstrating their comprehension, analysis, and critical interrogation of a variety of written texts.*

Table I above shows that 86.4% of the courses offered at USC Sumter have components that support this indicator. The evaluation of the transcripts showed that 100% of the 72 students had taken at least one course which incorporated a requirement for written communication skills.

Indicator 2: *Students will communicate orally in a manner that unites theory, criticism, and practice to produce an effective communicator.*

Table I above shows that 60.8% of the courses offered at USC Sumter have components that support this indicator. The evaluation of the transcripts showed that 100% of the 72 students had taken at least one course which had oral communication as a requirement.

Indicator 3: *Students will be able to use computers and other technologies to perform tasks appropriate to their major field.*

Table I above shows that 45.7% of the courses offered at USC Sumter have components that support this indicator. The evaluation of the transcripts showed that 100% of the 72 students had taken at least one course which required computer skills.

Indicator 4: *Students will perform basic mathematical manipulations, display facility with the use of mathematics in framing concepts for mathematical analysis, and interpret data intelligently.*

Table I above shows that 44.7% of the courses offered at USC Sumter have components that support this indicator. The evaluation of the transcripts showed that 100% of the 72 students had taken at least one course which required the use of mathematical concepts.

Indicator 5: *Students will demonstrate an understanding of physical and/or life science phenomena and understand the uses of scientific methods and theories.*

Table I above shows that 39.2% of the courses offered at USC Sumter have components that support this indicator. The evaluation of the transcripts showed that 83.3% (60) of the 72 students have taken at least one course at USC Sumter which supports this indicator. All students must complete a course somewhere before graduation.

Indicator 6: *Students will demonstrate an understanding of the processes of human behavior, social and cultural interaction, and the use of social and behavior science perspectives to interpret them.*

Table I above shows that 45.2% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 100% of the 72 students have taken at least one course which dealt with social and cultural interaction.

Indicator 7: *Students will demonstrate an understanding of the historical development of culture over time and its relation to the present.*

Table I above shows that 41.7% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 100% of the 72 students have taken at least one course which addressed the historical development of culture.

Indicator 8: *Students will become familiar with diversity of a global culture marked by racial, ethnic, gender, and regional differences.*

Table I above shows that 44.7% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 100% of the 72 students have taken at least one course which addressed issues related to diversity.

Indicator 9: *Students will communicate orally (with the exception of Latin and Ancient Greek) and in writing in another language.*

Table I above shows that 3.5% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 43.1% (31) of the 72 students have taken at least one foreign language course. The Foreign Language Placement Test scores were reviewed for the 41 students who did not take at least one foreign language course at USC Sumter. The review of test scores showed that 23 of these students scored at least a "2" and placed out of the entry level foreign language course. Thus, 75% (54) of the students either took at least one foreign language course or demonstrated the knowledge equivalent to the entry level course.

Indicator 10: *Students will demonstrate an understanding of the contribution of the literary, visual or performing arts and their cultural context, and express informed personal responses to artistic creations.*

Table I above shows that 17.1% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 100% of the 72 students took at least one course which supported this indicator.

Indicator 11: *Students will integrate insights from several disciplines and apply them to value choices and ethical decisions.*

Table I above shows that 45.2% of the courses offered at USC Sumter have components that support this indicator. The evaluation of transcripts showed that 100% of the 72 students took at least one course which dealt with ethical issues.

Use of Assessment Findings

The results of the General Education Survey which was administered during Spring 2006 have been compared to the results of a similar General Education Survey which was administered during Spring 2002. Table II below summarizes the comparison.

Table II

INDICATOR	PERCENT OF COURSES ADDRESSING EACH INDICATOR		PERCENT OF STUDENTS TAKING AT LEAST ONE COURSE THAT SUPPORTS EACH INDICATOR	
	Spring 2002	Spring 2006	Spring 2002	Spring 2006
1	75.5%	86.4%	100%	100%
2	14.7%	60.8%	100%	100%
3	36.4%	45.7%	100%	100%
4	37.0%	44.7%	100%	100%
5	24.5%	39.2%	100%	83.3% ¹
6	37.8%	45.2%	100%	100%
7	28.7%	41.7%	100%	100%
8	28.0%	44.7%	100%	100%
9	8.4%	3.5%	43.6%	43.1%
10	19.6%	17.1%	100%	100%
11	9.8%	45.2%	100%	100%

The courses surveyed in Spring 2006 included all courses taught by USC Sumter faculty and included some upper division courses. The courses surveyed in Spring 2002 included only lower division courses. The greater number of courses surveyed in Spring 2006 is reflected in the lower percentages for Indicator 9 and Indicator 10. Overall, the comparison of the General Education Survey results shows that faculty members are incorporating components that address the different General Education Goals into more courses.

The student transcripts evaluated in Spring 2006 included all students of the Fall 2002 cohort who had completed at least 60 hours. The student transcripts evaluated in Spring 2002 included only those students who had earned an Associate degree. Students not planning to earn an Associate degree do not have to take a science course during the first 60 hours, and this is reflected in the lower percentage for Indicator 5. Overall, the results of the Spring 2006 transcript evaluations are consistent with the results from Spring 2002.

Policies and Procedures to Ensure that Academic Programs Support the Economic Development Needs in the State by Providing a Technologically Skilled Workforce

As part of its mission, the University is resolved to enhance the industrial, economic, and cultural potential of the state so that South Carolina and the University can prosper together. All USC campuses play a vital role in the economy of South Carolina. A study by the Division of Research in the Moore School of Business that quantifies this economic impact can be found at <http://kudzu.ipr.sc.edu/effectiveness/uscimpact.pdf>

Since 1993, the University has included a technology and computer use goal in its *Eleven General Education Goals* that were established by the Provost's Assessment Advisory Committee. The goal states that students will be able to use computers and other technology to perform tasks appropriate to their major fields. Each college is responsible for establishing minimum standards that students must meet before graduation, outlining the courses offered that help students learn these skills, and how the skills are assessed. This information is available at <http://kudzu.ipr.sc.edu/assessment/compskills>. To reach the goal, students are expected to use computers to create, edit, and revise written texts, analyze quantitative data, access information and databases, integrate graphical, visual, and statistical information into written presentations, and send and receive electronic communication.

¹ See Indicator 5 explaining Table I